

**DIALOGIC TEACHING SUPPORTED BY THE IWB**

**CPD WORKSHOPS OUTLINE**

**CPD workshop 1:**

Introduction:

- resource book

- ESRC Impact project overview (CPD activities)

Activity 1: Classroom talk and dialogue (discussion in groups and plenary)

- How do you currently use talk in lessons?

- How important is focus on talk?

- What barriers are there to using talk as a tool for learning?

- What do you understand by the term ‘dialogic’ teaching?

Dialogue table (by Diane Rawlins): Introduction

Activity 2: Does my own teaching support dialogue? (discussion in groups and plenary)

- Could you ‘audit’ your practice using the (expanded) dialogue table?

- Do you do some or all of this now?

- Look at Column 1 again: Is the ethos in your classroom supportive for dialogue? Could you make it more supportive?

Video example 1: Annotating a portrait of Queen Elizabeth I on the interactive whiteboard

Video example 2: Using open-ended prompts on the interactive whiteboard and children’s recorded voices to stimulate discussion

Video example 3: Using text and pictures on the IWB to stimulate interest and initial dialogue in English

Activity 3: Discussion of videos (in groups and plenary)

- How did the portrayed teachers support dialogue?

- How did they weave the use of the IWB into the lesson activities?

- Discuss how useful/feasible these activities and strategies are in your own setting.

Resource bank: Introduction

Activity 4: Explore the ’[Resource Bank’](http://dialogueiwb.educ.cam.ac.uk/resources/) and collection of video clips

- Are any of these ideas useful to you?

- What other applications of them can you think of?

- What might be effective with your particular students?

Lesson planning (by subject/year/key stage groups)

Conclusion: Ideas for follow up

**CPD workshop 2:**

Introduction:

- short summary of CPD workshop 1

- ESRC Impact project overview (CPD activities)

Activity 1: Classroom dialogue so far (discussion in groups)

- Have you used classroom dialogue supported by the IWB in lessons? If yes, how? Concrete examples.

- Were there any benefits in using dialogue supported by the IWB as a tool for learning?

- Were there any challenges in using dialogue supported by the IWB as a tool for learning?

Activity 2: Sharing and reflecting on concrete examples/teachers material (plenary)

Video example 1: Group interaction at the interactive whiteboard

Video example 2: Brainstorming ideas as a class using the interactive whiteboard

Video example 3: Drawing objects on the interactive whiteboard together: collectively constructing knowledge

Video example 4: Dialogue after interactive whiteboard use in a secondary history class

Activity 3: Discussion of videos (in groups and plenary)

- How did the clips illustrate the use of the IWB for supporting dialogic teaching?

- Discuss how useful/feasible these activities and strategies are in your own setting.

Activity 4: Introduction to 22 steps of how to use the IWB

Lesson planning (by subject/year/key stage groups)

Conclusion: Ideas for follow up